My Report

Last Modified: 02/26/2013

Filter By: Report Subgroup

1. Coach:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Shirley Arrington | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Tom Benton | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Carl Harris | |  |  | | --- | --- | |  |  | | 2 | 100% |
| 4 | Tom Houlihan | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 5 | Henry Johnson | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 6 | Andy Overstreet | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 7 | John Parker | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 8 | Joe Peel | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 9 | Tom Williams | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 2 | 100% |

2. Report on what Cohort II Fellow?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | Kimberly Allison | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 2 | Kendrick Alston | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 3 | Jennifer Berry | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 4 | Krista Fasoli | |  |  | | --- | --- | |  |  | | 2 | 100% |
| 5 | Vernadette Garland | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 6 | Darren Gemzik | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 7 | Lauren Greenhill | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 8 | Lawrence Hodgkins | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 9 | Jenifer Lewis | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 10 | Tonya Little | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 11 | Zachary Marks | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 12 | Tim Mudd | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 13 | Jackson Olsen | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 14 | Teicher Patterson | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 15 | Elizabeth Moran | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 16 | Amy Pearce | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 17 | Lisa Pennington | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 18 | Erin Robbins | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 19 | Hugh Scott | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 20 | Kelly Anne Mudd | |  |  | | --- | --- | |  |  | | 0 | 0% |
| 21 | Angela Strother | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 2 | 100% |

3. Month:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer | |  |  | | --- | --- | |  |  | | Response | % |
| 1 | 1: August through October (Due Nov. 5) | |  |  | | --- | --- | |  |  | | 1 | 50% |
| 2 | 2: November through January (Due Feb. 4) | |  |  | | --- | --- | |  |  | | 1 | 50% |
| 3 | 3: February through May (Due May 6) | |  |  | | --- | --- | |  |  | | 0 | 0% |
|  | Total |  | 2 | 100% |

4. Any attendance issues?

|  |
| --- |
| Text Response |
| No |
| None |

5. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 1A. School Vision, Mission, and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. | 0 | 1 | 1 | 0 | 0 | 2 |
| 2 | 1B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | 0 | 1 | 1 | 0 | 0 | 2 |
| 3 | 1C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement for all students. | 0 | 1 | 1 | 0 | 0 | 2 |
| 4 | ID. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school. | 0 | 1 | 1 | 0 | 0 | 2 |

6. Artifacts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | 1A. School Vision, Mission, and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. | 2 | 0 | 2 | 1.00 |
| 2 | 1B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | 1 | 1 | 2 | 1.50 |
| 3 | 1C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement for all students. | 2 | 0 | 2 | 1.00 |
| 4 | ID. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school. | 2 | 0 | 2 | 1.00 |

7. Quality of Artifact

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 1A. School Vision, Mission, and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. | 0 | 1 | 0 | 1 | 2 | 3.00 |
| 2 | 1B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | 0 | 0 | 1 | 0 | 1 | 3.00 |
| 3 | 1C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement for all students. | 0 | 1 | 1 | 0 | 2 | 2.50 |
| 4 | ID. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school. | 0 | 1 | 1 | 0 | 2 | 2.50 |

8. Comments about Standard 1: Strategic Leadership standard and evidence (artifacts)

|  |
| --- |
| Text Response |
| Krista has taken on leadership roles with school grade level chairs, provided some instructional support and guidance around pedagogy. |
| Ms. Fasoli has worked with the school's instructional leadership council revised the school improvement plan based on most recent student data. Ms. Fasoli has focused on delegating appropriate responsibilities to staff with the skills to carry them out successfully. |

9. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 2A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | 0 | 1 | 1 | 0 | 0 | 2 |
| 2 | 2B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | 0 | 1 | 1 | 0 | 0 | 2 |

10. Artifacts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | Question | Yes | No |  |
| 1 | 2A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | 1 | 1 | 2 |
| 2 | 2B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | 1 | 1 | 2 |

11. Quality of Artifact

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 2A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | 0 | 0 | 1 | 0 | 1 | 3.00 |
| 2 | 2B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | 0 | 0 | 0 | 1 | 1 | 4.00 |

12. Comments about Standard 2: Instructional Leadership and evidence (artifacts)

|  |
| --- |
| Text Response |
| Krista has taken an interest in working with teachers on an individual basis with lesson plan development and student/classroom engagement. |
| Ms. Fasoli provides continuous feedback to teachers from her daily walk throughs. She has presented teacher professional development sessions using her school's student achievement data to improve teaching and learning. Ms. Fasoli also did an analysis to the Teacher Working Conditions Survey to identify area where teachers felt they need additional support. |

13. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 3A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | 0 | 1 | 1 | 0 | 0 | 2 |
| 2 | 3B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | 0 | 1 | 1 | 0 | 0 | 2 |
| 3 | 3C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | 0 | 1 | 1 | 0 | 0 | 2 |
| 4 | 3D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. | 0 | 1 | 1 | 0 | 0 | 2 |

14. Artifacts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | 3A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | 1 | 1 | 2 | 1.50 |
| 2 | 3B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | 1 | 1 | 2 | 1.50 |
| 3 | 3C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | 2 | 0 | 2 | 1.00 |
| 4 | 3D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. | 1 | 1 | 2 | 1.50 |

15. Quality of Artifact

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 3A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | 0 | 0 | 1 | 0 | 1 | 3.00 |
| 2 | 3B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | 0 | 0 | 1 | 0 | 1 | 3.00 |
| 3 | 3C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | 0 | 1 | 1 | 0 | 2 | 2.50 |
| 4 | 3D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. | 0 | 0 | 1 | 0 | 1 | 3.00 |

16. Comments about Standard 3: Cultural Leadership and evidence (artifacts)

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| --- |
| Text Response |
| Krista has taken an interest in understanding the school community as a means of developing better relationships with students and their families in the school. |
| Ms. Fasoli provided leadership in developing several recognition programs aimed at recognizing teacher and student achievement. You will see some of recognition programs in her artifacts. |

17. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 4A. Professional Development/ Learning Communities: The school executive ensures that the school is a professional learning community. | 0 | 1 | 1 | 0 | 0 | 2 |
| 2 | 4B. Recruiting, hiring, placing and mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | 0 | 0 | 1 | 0 | 1 | 2 |
| 3 | 4C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | 0 | 1 | 1 | 0 | 0 | 2 |

18. Artifacts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | 4A. Professional Development/ Learning Communities: The school executive ensures that the school is a professional learning community. | 2 | 0 | 2 | 1.00 |
| 2 | 4B. Recruiting, hiring, placing and mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | 1 | 1 | 2 | 1.50 |
| 3 | 4C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | 2 | 0 | 2 | 1.00 |

19. Quality of Artifact

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 4A. Professional Development/ Learning Communities: The school executive ensures that the school is a professional learning community. | 0 | 1 | 1 | 0 | 2 | 2.50 |
| 2 | 4B. Recruiting, hiring, placing and mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | 0 | 0 | 1 | 0 | 1 | 3.00 |
| 3 | 4C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | 0 | 1 | 1 | 0 | 2 | 2.50 |

20. Comments about Standard 4: Human Resource Leadership and evidence (artifacts)

|  |
| --- |
| Text Response |
| The principal and assistant principal are providing joint walk through and evaluation opportunities. |
| Ms. Fasoli works closely with the principal in interviewing and recommending teacher candidates. She provide teachers verbal and written feedback from classroom walk throughs. |

21. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 5A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. | 0 | 0 | 1 | 0 | 1 | 2 |
| 2 | 5B. Conflict management and Resolution: The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | 0 | 0 | 2 | 0 | 0 | 2 |
| 3 | 5C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | 0 | 1 | 1 | 0 | 0 | 2 |
| 4 | 5D. School Expectation for Student and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | 0 | 1 | 1 | 0 | 0 | 2 |

22. Artifacts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | 5A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. | 1 | 1 | 2 | 1.50 |
| 2 | 5B. Conflict management and Resolution: The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | 2 | 0 | 2 | 1.00 |
| 3 | 5C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | 2 | 0 | 2 | 1.00 |
| 4 | 5D. School Expectation for Student and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | 2 | 0 | 2 | 1.00 |

23. Quality of Artifacts

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 5A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. | 0 | 0 | 1 | 0 | 1 | 3.00 |
| 2 | 5B. Conflict management and Resolution: The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | 0 | 1 | 1 | 0 | 2 | 2.50 |
| 3 | 5C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | 0 | 1 | 1 | 0 | 2 | 2.50 |
| 4 | 5D. School Expectation for Student and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | 0 | 1 | 1 | 0 | 2 | 2.50 |

24. Comments about Standard 5: Managerial Leadership and evidence (artifacts)

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| --- |
| Text Response |
| Krista is playing a major role in improving the school discipline culture. |
| Ms. Fasoli works continuously with parents of students who are not being successful to get more involved in monitoring their child's academic and behavior status. Ms. Fasoli has major responsibilities with enforcing school rules, and establishing expectations of behavior in her school. |

25. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 6A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school | 0 | 1 | 1 | 0 | 0 | 2 |
| 2 | 6B. Federal, State and District mandates: The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | 0 | 0 | 1 | 0 | 1 | 2 |

26. Artifacts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | 6A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school | 2 | 0 | 2 | 1.00 |
| 2 | 6B. Federal, State and District mandates: The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | 1 | 1 | 2 | 1.50 |

27. Quality of Artifact

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 6A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school | 0 | 1 | 1 | 0 | 2 | 2.50 |
| 2 | 6B. Federal, State and District mandates: The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | 0 | 0 | 1 | 0 | 1 | 3.00 |

28. Comments about Standard 6: External Development Leadership and evidence (artifacts)

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| --- |
| Text Response |
| I see Krista's engagement with parents to be of developing process particularly working with parents who are most dissatisfied with what is happening in the school with their students. |
| Ms. Fasoli attend district meetings as the school's representative to receive and disseminate information or mandates from the district office. |

29. Rate the Fellow on each sub-standard

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Observed |  |
| 1 | 7A. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | 0 | 0 | 1 | 0 | 1 | 2 |

30. Artifacts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Question | Yes | No |  | Mean |
| 1 | 7A. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | 1 | 1 | 2 | 1.50 |

31. Quality of Artifacts

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished |  | Mean |
| 1 | 7A. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | 0 | 0 | 1 | 0 | 1 | 3.00 |

32. Comments about Standard 7: Micro-political Leadership and evidence (artifacts)

|  |
| --- |
| Text Response |
| Ms. Fasoli has worked with staff to identify their strengths, beliefs, and interests as a way of delegating duties and responsibilities where they can be most successful. |

33. Complete two questions regarding NC School Leaders Executive Standard 8.  School Executive Academic Achievement Leadership:  The school executive will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.Please summarize any conversations you had with the Fellow about Standard 8.

|  |
| --- |
| Text Response |
| Krista and I have had conversations about collecting school data around discipline and student achievement, and then completing analyses of that data and sharing the data results with teachers and administrative colleagues. The school has instituted a data wall where student data is displayed in each classroom. |
| Ms. Fasoli in engaged in analyzing the student achievement data in her school. The data is used to identify strengths, weaknesses, and priority of focus areas. She is involved in providing student achievement data to teachers and work with teachers to design and implement teaching strategies that produce higher academic achievement for students. |

34. Briefly summarize your thoughts about the Fellow's ability/capacity to become proficient in Standard 8. School Executive Academic Achievement Leadership (include any experiences you believe they should have in their internship to become proficient).

|  |
| --- |
| Text Response |
| I have no doubts Krista will be beyond proficient in Standard 8 at the end of her internship. I believe she will be an outstanding school leader and I enjoy working with her as an executive coach. |
| I am confident Ms. Fasoli will be proficient in Standard 8. She is in classrooms daily working with teachers to develop and refine strategies that increase teaching and learning. |

35. Rate the Fellow on the NC School Executive Competencies

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Emerging | Developing | Proficient | Accomplished | Not Evidence/Not Demonstrated |  | Mean |
| 1 | Communication – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 2 | Change Management – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 3 | Conflict Management – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 4 | Creative Thinking – Engages in and fosters an environment for others to engage in innovative thinking. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 5 | Customer Focus – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 6 | Delegation – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 7 | Dialogue/Inquiry – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 8 | Emotional Intelligence – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 9 | Environmental Awareness – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 10 | Global Perspective – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy. | 1 | 0 | 1 | 0 | 0 | 2 | 2.00 |
| 11 | Judgment – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 12 | Organizational Ability – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 13 | Personal Ethics and Values – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | 0 | 0 | 1 | 1 | 0 | 2 | 3.50 |
| 14 | Personal Responsibility for Performance – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 15 | Responsiveness – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 16 | Results Orientation – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 17 | Sensitivity – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 18 | Systems Thinking – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 19 | Technology – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | 0 | 0 | 2 | 0 | 0 | 2 | 3.00 |
| 20 | Time Management – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |
| 21 | Visionary – Encourages imagining by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students. | 0 | 1 | 1 | 0 | 0 | 2 | 2.50 |

36. Choose two of the competencies above that you believe the Fellow has gained proficiency in this reporting period -- provide a detailed account.

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| Text Response |
| Judgment - Krista goes through a very thoughtful process when making decisions and once the decision is made, she sticks to her decision and does not go back and forth. Responsive to Results - Krista has taken ownership in collecting data around student discipline in the school because discipline seems to be a major focus of the school right now. She has done analysis of the data in collaboration with her principal mentor and the data is being shared with the teachers. |
| Creative Thinking- Ms. Fasoli has focused more time on examining current school operating systems and recommending system changes to improve outcomes. Example-PBIS system for improved student behavior outcome. Change Management-Ms. Fasoli continues to focus on strategies that impact change with adult behavior. Example-focusing on redefining the school's vision--asking staff to critically examine whether their vision and beliefs are reflected in how the day to day operation of the school, |

37. Choose two of the competencies above that the Fellow still needs to work on-- provide a detailed plan of action for each.

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| Text Response |
| Time management - The challenge of the school based responsiblity along with unversity course requirements at times create a challenge for Krista to manage at the same time. I have been working with her on prioritizing the focus of her work to make sure she remains accountable for what is required of her and eliminate those things that consume a lot of her time but are not required/held accountable. Global perspective - Right now I am working with Krista more about education from a global perspective because her experiences thus far have been more around local and state issues and responsibilites. Part of our conversation about being a visionary leader is to think about education from a more global perspective not only what education is like in her local/state setting but also the educational trends that are emerging from a global perspective. |
| Visionary-Ms. Fasoli continue to focus on thinking beyond the school day or school week. The day to day challenges of managing all of the administrative challenges often cause one to just think about how to get through the day. This day to day focus is providing a platform to continue doing things the way they are verses be more productive and doing things that actually improve performance or enhancement of the system. Conflict management-Ms. Fasoli continue of assess ways for dealing with conflict. The perfect world for her would be all students, teachers, and adults doing everything the rules and procedures ask of them. The reality is that does not happen and she is often put in a position where the resolution to the conflict will leave one party unhappy. This is an area we will focus on during the next few months. |

38. What kind of feedback did you receive from the Fellow's principal mentor this reporting period?

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| Text Response |
| The site visits included the principal having a conversation with the Intern and myself about the progress and challenges if any. The principal mentor has given me positive feedback with no concerns. |
| Ms. Fasoli principal provides excellent feedback regarding her performance. |

39. Do you feel the principal mentor is providing the Fellow with appropriate opportunities?

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| Text Response |
| Yes. I feel that the principal is doing his best to balance the needs of the school while maintaining focus on the requirements for the NELA program. |
| Dr. Nottingham makes every attempt to make sure Ms. Fasoli is exposed to the full operation of the school. We continue to make instruction the core of Ms. Fasoli's intern experience. |

40. ANSWER IN MAY SURVEY ONLY - Please make any specific comments about this Fellow's ability to be a change agent, especially in a turnaround school setting.

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| Text Response |

41. Please list any concerns you have this reporting period:

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| Text Response |
| None |

42. Provide notes here regarding how your meeting went with the Fellow regarding this progress report.

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| Text Response |
| We had a very positive meeting regarding the status of her performance thus far. |